

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE: Written Communication A2), Sections**  
**2 and 40, Spring 2013**

**Instructor:** Ted Shank  
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**Office Hours:** M/W 12:00-1:00 PM  
**Class Days/Time:** M/W Section 2: 7:30-8:45. BBC 121 / Section 40,:10:30-11:45. Duncan Hall 416

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT

### **Required Texts/Readings**

#### **Textbook**

Kirszner and Mandell. Patterns for College Writing 12<sup>th</sup> Ed.  
ISBN: 13: 978-0-312-69958-1

#### **Other Readings**

- Additional readings will be distributed in class.
- You need some form of grammar resource/handbook. I will recommend a text in class; however, there are many options.

#### **Other equipment / material requirements**

- Dictionary
- 3 ring binder w/ paper
- 3 large blue, yellow, or green composition books. These can be purchased at the Spartan Bookstore or at Roberts Bookstore

### **Course Description**

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the "personal voice"

and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

### **College-Level Composition**

While the development of college-level composition skills are important to our study, it is imperative to emphasize that such skills are only relevant to the content which they express and explore. Our goal this semester, in all that we do, from reading responses, to discussions, exercises, and essays, is to find and explore new ideas and insights about ourselves, and the world around us. College-level composition demands an exploration of the text, to self, to world mode of thinking and reflection. Therefore, our essays will be, on one level, personal in that they will be based on your experiences and observations; however, the essays will also be social and cultural as you-the writer- seek to connect your experiences to themes, concepts, ideas, and insights that transcend the "I" and enter the realm of the "us," the "we." What this all means is that I feel that my job as a college composition instructor is to foster the development of consciousness.

### **Course Goals**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives**

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

## Classroom Protocol

Participation is preparation and it is an inseparable component to learning. To participate means that you prepare and craft all out-of-class essays in conjunction with our in-class exercises and discussions. To participate means that you read all essays closely and carefully, and that you complete all reading responses—before you come to class. To participate means that you are on time and ready to work when class starts. To participate means that you make significant effort to respond to, process, and share insights to questions posed in class. To participate means that you take notes and complete all in-class exercises. To participate means that all of your actions work to create a distraction-free, safe, positive, and comfortable learning environment. To participate means that you adhere to all deadlines and due dates. To participate means that you maintain focus and effort for the duration of our class meeting. Finally, to participate means that you maintain this degree of intensity for the duration of the semester. The above criteria is my expectation for college-level learning, and you must make the decision and commitment to work in this fashion. However, you must make the decision, now and every day for the rest of the semester, to participate and succeed.

Note: Please use common sense when it comes to your personal electronic devices. You cannot fully participate in our class if you are engaging in any form of communication that deters, even momentarily, you from the task at hand. Notice that in the above discussion of participation does not leave room for texting and/or communication with or through an electronic device.

## Assignments and Grading Policy

**Grading:** A-F. This class must be passed with a C (75%) or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. There is a total 1000 points possible, and follows the traditional percentage breakdown: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 0-59: F.

### *Assignments*

- **Out-of-Class Essays (SLO 1,2,3,4):** 4 @ 125 points each. Throughout the course of the semester, you will compose 4 out-of-class essays, one of which will be a revision of a previously composed and graded essay. Each essay will focus on a different rhetorical mode, all leading to our final argumentative/persuasive essay. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. In addition, for each essay, you will attend a peer-response workshop, which requires you to have a completed, formatted rough draft of your essay. Failure to have a completed draft for the workshop results in a 25 point deduction from the final draft of your essay.
- **In-class essays (SLO 1,2,3,4).** 3 total. The first in-class essay is for diagnostic purposes only, and thus ungraded. Essays #1 and #2 are worth 100 points each. After we compose our diagnostic in-class essay, we will compose two additional in-class essays. Each essay will focus on a specific skill set and will utilize elements we have been working on with our out-of-class essays as well. Furthermore, these essays will prepare you for our final exam. You will be given a rubric to help determine how to approach these essays, and we will have some specific in-class preparation.
- **Reading Responses (SLO 4):** 10 @ 10 points each. For 10 of the essays we will read this semester, you will compose a reading response. Reading responses are due in class immediately after they are discussed. The responses are designed to get you thinking about the reading before you come to class, strengthening your ability to complete the exercises for the day. If your response demonstrates care and concern for the task, it is worth full credit. If it shows a lack of care and concern, it is worth no points. I will help you better understand the expectations, but for now think of each response as about 30-40 minutes of thinking and

- writing. Reading responses will be between 1- 2 pages, typed, and single spaced. Late or hand-written responses will not be accepted.
- Mandatory Departmental Final Exam (SLO 1,2,3,4): 200 points. On Saturday, December 3, we will compose our final exam, which will be an in-class essay. Basically our whole semester will prepare you for this task. I will inform you of the room number and time as soon as it is available to me. The final exam is mandatory, meaning that you must sit for the exam in order to be eligible to earn a grade in the course.

### **Late Work Policy**

Out-of-class essays #1 and #2 have a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the essay will not be accepted and will be scored as a 0. There is no exception to this policy, regardless of validity or severity. Out-of-class essays #3 and #4 have no grace period and cannot be turned in late. In-class essays can be made up during office hours up to one week after the initial date, if prior arrangement of at least two class meetings is made. Reading responses cannot be turned in late. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you can turn work in early. I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). At current time, I am still in the process of getting my faculty web page up and running. I will let everyone know when you will be able to access handouts, prompts, and important notes. You will be notified in class if a handout or prompt is only available through my faculty web page. In addition, I keep copies of all handouts and prompts in my office, and you can come by during office hours (or make an appointment) any time to get extra copies.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>. One of the purposes for our diagnostic essay will be for me to determine which students will benefit from services offered at the Writing Center.

### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines

- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

### English 1A, Spring 13 Schedule

This schedule is subject to change according to our class needs. You will be notified if any changes occur to our schedule

#### **Week One**

Wednesday, 1/23

\* Course introduction/syllabus overview

#### **Week Two**

Monday, 1/28

- Diagnostic Writing. You will need a large green or yellow book and writing materials for this class.
- Master list of reading responses distributed

Wednesday, 1/30

- Reading: "The Dog Ate My Disk and Other Tales of Woe" (Patterns 460-465)
- Reading Response #1 Due
- Discussion: The unexamined life/What is an essay?

#### **Week Three**

Monday, 2/4

- Introduction to essential question: That which we will be exploring for the entire semester.
- Fundamentals Review: Terms and definitions

Wednesday, 2/6

- Prompt and requirements for essay #1 distributed
- Reading: "Narration" (Patterns 97-108 )
- Reading: "38 Who Saw Murder Didn't Call Police" (Patterns 127-132 )
- Reading Response #2 Due

#### **Week Four**

Monday, 2/11

\* Reading: "My First Conk" (Patterns 281-285)

\* Reading: "Only Daughter" (Patterns 111-115 )

\* Reading Responses #3 and #4 Due

Wednesday, 2/13

- Reading: "My Mother Never Worked" (Patterns 121-126)
- Reading Response #5 Due

#### **Week Five**

Monday, 2/18

\* Fundamentals Review: Terms and definitions in action

Wednesday, 2/20

\* Peer-response session #1: 2 complete, formatted drafts of essay #1 due at the beginning of class

### **Week Six**

Monday, 2/25

- Final Draft of Essay #1 Due at the Beginning of Class
- Prompts and requirements for essay #2 distributed
- Reading: "Description" (Patterns 115-169)
- Wednesday's reading distributed in class

Wednesday, 2/27

- Reading: "Breakfast" (handout)
- Reading response #6 Due

### **Week Seven**

Monday, 3/4

\* Prepare for in-class essay #1

Wednesday, 3/6

\* Compose in-class essay #1

### **Week Eight**

Monday, 3/11

- Reading: "Ground Zero" (Patterns 182-187)
- Reading Response #7 Due

Wednesday, 3/13

- Reading: "Once More to the Lake" (Patterns 194-201)
- Reading Response #8 Due
- Readings for Monday distributed

### **Week Nine**

Monday, 3/18

\* Analysis of sample student-written essays (handouts)

Wednesday, 3/20

\* Peer-response session #2: 2 complete, formatted drafts of essay #1 due at the beginning of class

### **Week Ten**

Monday, 3/25: Spring Break

Wednesday, 3/27: Spring Break

### **Week Eleven**

Monday, 4/1: Caesar Chavez Day: No Class

\* "Letter from Birmingham Jail" exercises continued. Please review the essay and what we covered on Wednesday, 10/22 before coming to class.

Wednesday, 4/3

- Final Draft of Essay #2 Due at the Beginning of Class
- Prompts and requirements for essay #3 distributed in class

- Reading: “Argumentation” (Patterns 525-550)
- Introduction to rhetorical appeals

### **Week Twelve**

Monday, 4/8

- Reading: Letter from Birmingham Jail” (Patterns 556-581)
- Reading Response #9 Due

Wednesday, 4/10

- Reading: “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” (Patterns 240-245)
- Reading Response #10 Due

### **Week Thirteen**

Monday, 4/15

- Peer-response session #3: 2 complete, formatted drafts of essay #1 due at the beginning of class
- Reading Response for Wednesday’s reading, “The Lottery” explained in class

Wednesday, 4/17

- Final Draft of Essay #3 Due at the Beginning of Class
- Introduction to essay #4
- Reading: “The Lottery” (Patterns 311-318)
- Reading Response for “The Lottery Due”

### **Week Fourteen**

Monday, 4/22

\* Writing Conferences: Return and discussion of essay #3

Wednesday, 4/24

\* Writing Conferences: Return and discussion of essay #3

### **Week Fifteen**

Monday, 4/29

\* Prepare for in-class essay #2

Wednesday, 5/1

\* Compose in-class essay #2

### **Week Sixteen**

Monday, 5/6

\* Peer-Response Workshop #4

Wednesday, 5/8

\*Analysis of in-class essay #2/final exam preparation

**Saturday, May 11: Mandatory Departmental Final Exam. 8:00 AM. Location to be announced.**

Monday, 5/13

- Final Class Meeting
- Final draft of essay #4 due
- Revision of essay #3 due
- Course Conclusion

